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МИНИСТЕРСТВО ОБРАЗОВАНИЯ МОСКОВСКОЙ ОБЛАСТИ
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МОСКОВСКИЙ ГОСУДАРСТВЕННЫЙ ОБЛАСТНОЙ УНИВЕРСИТЕТ
(МГОУ)

Институт лингвистики и межкультурной коммуникации

Факультет романо-германских языков

Кафедра английской филологии

Согласовано управлением организации и
контроля качества образовательной
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/ О.А. Шестакова /

Рабочая программа дисциплины

Практикум по культуре речевого общения второго иностранного языка

Направление подготовки

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Автор-составитель:
Соловьева Наталия Владимировна
доктор филологических наук,
профессор кафедры английской филологии

Рабочая программа дисциплины «Практикум по культуре речевого общения второго иностранного языка» составлена в соответствии с требованиями Федерального Государственного образовательного стандарта высшего образования по направлению подготовки 45.03.02 Лингвистика, утвержденного приказом МИНОБРНАУКИ РОССИИ от 12.08.2020 г. № 969.

Дисциплина «Практикум по культуре речевого общения второго иностранного языка» входит в часть, формируемую участниками образовательных отношений Блока 1 и является элективной дисциплиной.

Год начала подготовки 2021

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1. ПЛАНИРУЕМЫЕ РЕЗУЛЬТАТЫ ОБУЧЕНИЯ

1.1. Цель и задачи дисциплины

Цель дисциплины: формирование и развитие коммуникативной компетенции, позволяющей обучающемуся участвовать в процессе межкультурной коммуникации и применять полученные знания в теоретической и практической деятельности

Задачи дисциплины:

- развитие умения корректно строить речь на английском языке с соблюдением лексических, грамматических, синтаксических и стилистических норм, умения ориентироваться в различных коммуникативных ситуациях, выбирать нужную коммуникативную схему, исходя из конкретной коммуникативной ситуации и характера отношений в соответствующей социальной и возрастной среде;
- систематизация и расширение словарного запаса в пределах изучаемой тематики;
- выработка критического мышления, умения извлекать информацию из текста на основе его лингвистической интерпретации, умения извлекать имплицитную информацию;
- воспитание бережного отношения к национальным культурным традициям англоязычных стран, лингвистического вкуса, совершенствование языковой и функционально-стилистической компетентности студентов;
- формирование логичности, ясности, связности, смысловой и структурной завершенности письменного изложения в соответствии с орфоэпическими, лексико-грамматическими и стилистическими нормами изучаемого языка.

1.2. Планируемые результаты обучения

В результате освоения данной дисциплины у обучающихся формируются следующие компетенции:

УК-4 – способен осуществлять деловую коммуникацию в устной и письменной формах на государственном языке Российской Федерации и иностранном(ых) языке(ах).

2. МЕСТО ДИСЦИПЛИНЫ В СТРУКТУРЕ ОБРАЗОВАТЕЛЬНОЙ ПРОГРАММЫ

Дисциплина «Практикум по культуре речевого общения второго иностранного языка» входит в часть, формируемую участниками образовательных отношений Блока 1 и является элективной дисциплиной. Для освоения части «Практикум по культуре речевого общения второго иностранного языка» студенты используют знания, умения, навыки, сформированные в процессе изучения курсов «Основы языкознания», «Теоретическая грамматика», «Лексикология», «Стилистика».

Освоение дисциплины «Практикум по культуре речевого общения второго иностранного языка» является необходимой основой для прохождения производственной практики (педагогической), а также для подготовки к итоговой государственной аттестации.

3. ОБЪЕМ И СОДЕРЖАНИЕ ДИСЦИПЛИНЫ

3.1. Объем дисциплины

| Показатель объема дисциплины | Форма обучения Очная |
|--------------------------------------|-------------------------|
| Объем дисциплины в зачетных единицах | 23 |
| Объем дисциплины в часах | 828 |
| Контактная работа: | 336.6 |

| | |
|--|------|
| Практические занятия | 332 |
| Контактные часы на промежуточную аттестацию: | 4.6 |
| Экзамен | 0.6 |
| Предэкзаменационная консультация | 4 |
| Самостоятельная работа | 472 |
| Контроль | 19.4 |

Формами промежуточной аттестации являются экзамен в 7 семестре, экзамен в 8 семестре.

3.2.Содержание дисциплины

| Наименование разделов (тем) дисциплины с кратким содержанием | Количество часов для очной формы обучения | |
|---|---|-------------------------------------|
| | Практические занятия | Самостоятельная работа студентов |
| Раздел 1 | | |
| Тема 1 Entertainment | 20 | 28 |
| Тема 2 Sightseeing | 20 | 30 |
| Тема 3 Things you need | 20 | 28 |
| Тема 4 Society | 22 | 30 |
| Тема 5 Sports and interests | 20 | 28 |
| Тема 6 Accommodation | 20 | 30 |
| Тема 7 Nature | 22 | 28 |
| Тема 8 Law and order | 20 | 30 |
| Раздел 2 | | |
| Тема 9 Careers and studying | 20 | 30 |
| Тема 10 Socialising | 22 | 30 |
| Тема 11 Transport and travel | 20 | 30 |
| Тема 12 Health and medicine | 22 | 30 |
| Тема 13 Life events | 20 | 30 |
| Тема 14 Banks and money | 22 | 30 |
| Тема 15 Food | 20 | 30 |
| Тема 16 Business | 22 | 30 |
| Итого | 332 | 472 |

Дисциплина «Практикум по культуре речевого общения второго иностранного языка» преподается на английском языке в седьмом и восьмом семестрах для очной формы обучения. Курс строится на основе требований современной мировой лингвистики, с учетом последних научных достижений как отечественного, так и зарубежного языкознания.

Курс состоит из цикла практических занятий. Цель практических занятий состоит в выработке навыков речевой деятельности на иностранном языке в соответствии с орфоэпическими, лексико-грамматическими и стилистическими нормами изучаемого языка и с учетом коммуникативной ситуации, а также выработку навыков работы с учебной и

справочной литературой, творческого применения методов анализа языкового материала и лингвистической литературы.

Рекомендуемые формы проведения практических занятий – работа в парах, мини-группах, дискуссии, анализ практического текстового материала, разнообразные сообщения, презентации, написание сочинений по предлагаемым темам с их последующим обсуждением, участие в «круглых столах» и т.п. Ввиду ограниченного времени некоторые разделы курса, требующие подробного изучения, могут быть даны студентам для самостоятельного изучения или заслушаны на практических занятиях в виде презентаций.

Тематика дисциплины «Практикум по культуре речевого общения первого иностранного языка» отражает следующие вопросы:

Раздел 1

Тема 1 Entertainment.

Describing films, music and books.

Talking about pictures.

A guided tour of an art gallery.

Developing conversations: disagreeing politely.

Grammar: talking about habits; adjectives and adverbs.

Тема 2 Sightseeing.

Buildings and areas. Festivals and carnivals.

Theme parks and rides.

Driving round a city.

Developing conversations: agreeing using synonyms.

Grammar: non-defining relative clauses; the future.

Тема 3 Things you need.

Useful things. Problems with things.

Asking for things.

Trying to get a refund.

Developing conversations: explaining and checking.

Grammar: conjunctions for describing purpose; indirect questions.

Тема 4 Society.

The government, economics and society.

Common wealth economics for a crowded planet.

In the news.

Developing conversations: responding to complaints.

Grammar: comparatives and superlatives; *so* and *such*.

Тема 5 Sports and interests.

Health and fitness.

Football and life.

Unusual interests.

Developing conversations: checking what you heard.

Grammar: Present perfect simple and continuous; should have, could have, would have.

Тема 6 Accommodation.

Where you stayed.

Understanding idioms.

Accommodation problems.

Developing conversations: negative questions.

Grammar: modifiers; have / get smth done.

Tema 7 Nature.

Weather and natural disasters.

Plants and trees.

Experiences of extreme weather.

Developing conversations: exaggerating

Grammar: narrative tenses; participle clauses.

Tema 8 Law and order.

Different kinds of crimes.

Laying down the law.

A radio phone-in programme.

Developing conversations: comments and questions.

Grammar: nouns and prepositions; modals + present and past infinitives.

Раздел 2

Tema 9 Careers and studying.

Working life.

Starting presentation.

The Bologna process.

Developing conversations: feelings about the future.

Grammar: conditionals with present and past tenses.

Tema 10 Socialising.

Making mistakes.

Talking about parties.

Going out to celebrate.

Developing conversations: arranging to meet.

Grammar: the future perfect; question tags.

Tema 11 Transport and travel.

Problems with vehicles.

Driving. Renting a car.

Amazing journeys.

Developing conversations: expressing shock.

Grammar: uncountable nouns; emphatic structures.

Tema 12 Health and medicine.

Health problems.

Parts of the body and illnesses.

Health and sickness jokes.

Developing conversations: passing on messages.

Grammar: *supposed to*, *should*, *shouldn't*; determiners.

Tema 13 Life events.

Life events. Avoiding conflicts.

Birth, marriage and death.

Catching up with news and gossip.

Developing conversations: showing uncertainty.

Grammar: the past perfect simple and continuous; be always –ing / wish and would.

Тема 14 Banks and money.

Banks and money.

Money related problems.

A debate about lottery.

Developing conversations: apologizing and offering explanations.

Grammar: passives; wish.

Тема 15 Food.

Food and cooking.

Con-fusion food.

Food-related news stories.

Developing conversations: vague language.

Grammar: revision of linking words; reporting verbs.

Тема 16 Business.

Reasons for phoning.

Building up a business. Business collocations.

Ten characteristics of successful people.

Developing conversations: using would to be polite.

Grammar: the future continuous tense; expressing necessity and ability.

4. УЧЕБНО-МЕТОДИЧЕСКОЕ ОБЕСПЕЧЕНИЕ САМОСТОЯТЕЛЬНОЙ РАБОТЫ ОБУЧАЮЩИХСЯ

От студентов ожидается систематическая самостоятельная работа. На практических занятиях рассматриваются только основные, наиболее сложные вопросы, а также аспекты проблемной тематики, недостаточно разработанные в специальной литературе. Ряд разделов программы изучается студентами самостоятельно с использованием рекомендованной литературы и интернет-ресурсов.

Изучение дисциплины предусматривает различные виды самостоятельной работы (включая опережающую): информационно-аналитическая работа; подготовка сообщений и докладов и их презентация (в том числе с применением средств мультимедиа); реферирование статей известных ученых; выполнение упражнений.

| Темы для самостоятельного изучения | Изучаемые вопросы | Кол-во часов | Формы самостоятельной работы | Методическое обеспечение | Форма отчетности |
|------------------------------------|---|--------------|--|---|--------------------------------------|
| Тема 1 | Describing films, music and books. Talking about pictures. A guided tour of an art gallery. | 28 | выполнение упражнений, прослушивание подкастов | 1 Hugh Dellar Outcomes Upper-intermediate. Students's book; Workbook; Vocabulary builder. 2. Аналитическое чтение. Тексты для чтения и анализа 3. V. Evans Round- | письменная работа презентация |

| | | | | | |
|--------|--|----|-----------------------|--|------|
| | <p><i>Developing conversations:</i> disagreeing politely.</p> <p><i>Grammar:</i> talking about habits; adjectives and adverbs.</p> <p>Newspaper articles and Stories</p> | | | <p>Up</p> <p>4. M. McCarthy, F. O'Dell English Vocabulary in Use</p> <p>http://www.podcastsingenGLISH.com</p> <p>http://www.engvid.com</p> <p>http://www.theguardian.com/uk</p> | тест |
| Тема 2 | <p>Buildings and areas. Festivals and carnivals.</p> <p>Theme parks and rides.</p> <p>Driving round a city.</p> <p><i>Developing conversations:</i> agreeing using synonyms.</p> <p><i>Grammar:</i> non-defining relative clauses; the future.</p> <p>Newspaper articles and Stories</p> | 30 | выполнение упражнений | <p>1 Hugh Dellar Outcomes Upper-intermediate. Students's book; Workbook; Vocabulary builder.</p> <p>2. Аналитическое чтение. Тексты для чтения и анализа</p> <p>3. V. Evans Round-Up</p> <p>4. M. McCarthy, F. O'Dell English Vocabulary in Use</p> <p>http://www.podcastsingenGLISH.com</p> <p>http://www.engvid.com</p> <p>http://www.theguardian.com/uk</p> | тест |
| Тема 3 | <p>Useful things.</p> <p>Problems with things.</p> <p>Asking for things. Trying to get a refund.</p> <p><i>Developing conversations:</i> explaining and checking.</p> <p><i>Grammar:</i> conjunctions for describing purpose; indirect questions.</p> <p>Newspaper articles</p> | 28 | выполнение упражнений | <p>1 Hugh Dellar Outcomes Upper-intermediate. Students's book; Workbook; Vocabulary builder.</p> <p>2. Аналитическое чтение. Тексты для чтения и анализа</p> <p>3. V. Evans Round-Up</p> <p>4. M. McCarthy, F. O'Dell English Vocabulary in Use</p> <p>http://www.podcastsingenGLISH.com</p> <p>http://www.engvid.com</p> <p>http://www.theguardian.com/uk</p> | тест |

| | | | | | |
|--------|---|----|-----------------------|--|--|
| | and Stories | | | an.com/uk | |
| Тема 4 | <p>The government, economics and society.</p> <p>Common wealth economics for a crowded planet.</p> <p>In the news.</p> <p><i>Developing conversations:</i> responding to complaints.</p> <p><i>Grammar:</i> comparatives and superlatives; <i>so</i> and <i>such</i>.</p> <p>Newspaper articles and Stories</p> | 30 | выполнение упражнений | <p>1 Hugh Dellar Outcomes Upper-intermediate. Students's book; Workbook; Vocabulary builder.</p> <p>2. Аналитическое чтение. Тексты для чтения и анализа</p> <p>3. V. Evans Round-Up</p> <p>4. M. McCarthy, F. O'Dell English Vocabulary in Use</p> <p>http://www.podcastsingenenglish.com</p> <p>http://www.engvid.com</p> <p>http://www.theguardian.com/uk</p> | <p>презентация</p> <p>тест</p> <p>тест</p> |
| Тема5 | <p>Health and fitness.</p> <p>Football and life.</p> <p>Unusual interests.</p> <p><i>Developing conversations:</i> checking what you heard.</p> <p><i>Grammar:</i> Present perfect simple and continuous; should have, could have, would have.</p> <p>Newspaper articles and Stories</p> | 28 | выполнение упражнений | <p>1 Hugh Dellar Outcomes Upper-intermediate. Students's book; Workbook; Vocabulary builder.</p> <p>2. Аналитическое чтение. Тексты для чтения и анализа</p> <p>3. V. Evans Round-Up</p> <p>4. M. McCarthy, F. O'Dell English Vocabulary in Use</p> <p>http://www.podcastsingenenglish.com</p> <p>http://www.engvid.com</p> <p>http://www.theguardian.com/uk</p> | <p>опрос</p> <p>тест</p> <p>тест</p> |
| Тема 6 | <p>Where you stayed.</p> <p>Understanding idioms.</p> <p>Accommodation problems.</p> <p><i>Developing conversations:</i> negative</p> | 30 | выполнение упражнений | <p>1 Hugh Dellar Outcomes Upper-intermediate. Students's book; Workbook; Vocabulary builder.</p> <p>2. Аналитическое чтение. Тексты для чтения и анализа</p> <p>3. V. Evans Round-</p> | <p>тест</p> <p>тест</p> |

| | | | | | |
|--------|--|----|-----------------------|--|--|
| | <p>questions.</p> <p><i>Grammar:</i> modifiers; have / get smth done.</p> <p>Newspaper articles and Stories</p> | | | <p>Up</p> <p>4. M. McCarthy, F. O'Dell English Vocabulary in Use</p> <p>http://www.podcastsingenenglish.com http://www.engvid.com http://www.theguardian.com/uk</p> | тест |
| Тема 7 | <p>Weather and natural disasters.</p> <p>Plants and trees.</p> <p>Experiences of extreme weather.</p> <p><i>Developing conversations:</i> exaggerating</p> <p><i>Grammar:</i> narrative tenses; participle clauses.</p> <p>Newspaper articles and Stories</p> | 28 | выполнение упражнений | <p>1 Hugh Dellar Outcomes Upper-intermediate. Students's book; Workbook; Vocabulary builder.</p> <p>2. Аналитическое чтение. Тексты для чтения и анализа</p> <p>3. V. Evans Round-Up</p> <p>4. M. McCarthy, F. O'Dell English Vocabulary in Use</p> <p>http://www.podcastsingenenglish.com http://www.engvid.com http://www.theguardian.com/uk</p> | <p>презентация</p> <p>тест</p> <p>тест</p> <p>тест</p> |
| Тема 8 | <p>Different kinds of crimes.</p> <p>Laying down the law.</p> <p>A radio phone-in programme.</p> <p><i>Developing conversations:</i> comments and questions.</p> <p><i>Grammar:</i> nouns and prepositions; modals + present and past infinitives.</p> <p>Newspaper articles and Stories</p> | 30 | выполнение упражнений | <p>1 Hugh Dellar Outcomes Upper-intermediate. Students's book; Workbook; Vocabulary builder.</p> <p>2. Аналитическое чтение. Тексты для чтения и анализа</p> <p>3. V. Evans Round-Up</p> <p>4. M. McCarthy, F. O'Dell English Vocabulary in Use</p> <p>http://www.podcastsingenenglish.com http://www.engvid.com http://www.theguardian.com/uk</p> | <p>презентация</p> <p>тест</p> <p>тест</p> |

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| Тема 9 | <p>Working life.</p> <p>Starting presentation.</p> <p>The Bologna process.</p> <p><i>Developing conversations:</i> feelings about the future.</p> <p><i>Grammar:</i> conditionals with present and past tenses.</p> <p>Newspaper articles and Stories</p> | 30 | лексико-грамматические упражнения | <p>1 Hugh Dellar Outcomes Upper-intermediate. Students's book; Workbook; Vocabulary builder.</p> <p>2. Аналитическое чтение. Тексты для чтения и анализа</p> <p>3. V. Evans Round-Up</p> <p>4. M. McCarthy, F. O'Dell English Vocabulary in Use</p> <p>http://www.podcastsingenenglish.com</p> <p>http://www.engvid.com</p> <p>http://www.theguardian.com/uk</p> | <p>опрос,</p> <p>презентация</p> <p>письменная работа</p> |
| Тема 10 | <p>Making mistakes.</p> <p>Talking about parties.</p> <p>Going out to celebrate.</p> <p><i>Developing conversations:</i> arranging to meet.</p> <p><i>Grammar:</i> the future perfect; question tags.</p> <p>Newspaper articles and Stories</p> | 30 | лексико-грамматич. упражнения | <p>1 Hugh Dellar Outcomes Upper-intermediate. Students's book; Workbook; Vocabulary builder.</p> <p>2. Аналитическое чтение. Тексты для чтения и анализа</p> <p>3. V. Evans Round-Up</p> <p>4. M. McCarthy, F. O'Dell English Vocabulary in Use</p> <p>http://www.podcastsingenenglish.com</p> <p>http://www.engvid.com</p> <p>http://www.theguardian.com/uk</p> | <p>тест</p> <p>тест</p> |
| Тема 11 | <p>Problems with vehicles.</p> <p>Driving. Renting a car.</p> <p>Amazing journeys.</p> <p><i>Developing conversations:</i> expressing shock.</p> | 30 | выполнение упражнений | <p>1 Hugh Dellar Outcomes Upper-intermediate. Students's book; Workbook; Vocabulary builder.</p> <p>2. Аналитическое чтение. Тексты для чтения и анализа</p> <p>3. V. Evans Round-Up</p> <p>4. M. McCarthy, F.</p> | <p>тест</p> <p>тест</p> <p>тест</p> |

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| | <p><i>Grammar:</i> uncountable nouns; emphatic structures.</p> <p>Newspaper articles and Stories</p> | | | <p>O'Dell English Vocabulary in Use</p> <p>http://www.podcastsingenenglish.com http://www.engvid.com http://www.theguardian.com/uk</p> | |
| Тема 12 | <p>Health problems.</p> <p>Parts of the body and illnesses.</p> <p>Health and sickness jokes.</p> <p><i>Developing conversations:</i> passing on messages.</p> <p><i>Grammar:</i> <i>supposed to</i>, <i>should</i>, <i>shouldn't</i>; determiners.</p> <p>Newspaper articles and Stories</p> | 30 | упражнения на расширение словарного состава | <p>1 Hugh Dellar Outcomes Upper-intermediate. Students's book; Workbook; Vocabulary builder.</p> <p>2. Аналитическое чтение. Тексты для чтения и анализа</p> <p>3. V. Evans Round-Up</p> <p>4. M. McCarthy, F. O'Dell English Vocabulary in Use</p> <p>http://www.podcastsingenenglish.com http://www.engvid.com http://www.theguardian.com/uk</p> | <p>тест</p> <p>тест</p> |
| Тема 13 | <p>Life events. Avoiding conflicts.</p> <p>Birth, marriage and death.</p> <p>Catching up with news and gossip.</p> <p><i>Developing conversations:</i> showing uncertainty.</p> <p><i>Grammar:</i> the past perfect simple and continuous; <i>be</i> always <i>-ing</i> / <i>wish</i> and <i>would</i>.</p> <p>Newspaper articles and Stories</p> | 30 | выполнение упражнений | <p>1 Hugh Dellar Outcomes Upper-intermediate. Students's book; Workbook; Vocabulary builder.</p> <p>2. Аналитическое чтение. Тексты для чтения и анализа</p> <p>3. V. Evans Round-Up</p> <p>4. M. McCarthy, F. O'Dell English Vocabulary in Use</p> <p>http://www.podcastsingenenglish.com http://www.engvid.com http://www.theguardian.com/uk</p> | <p>опрос</p> <p>тест</p> |

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| Тема 14 | <p>Banks and money.</p> <p>Money related problems.</p> <p>A debate about lottery.</p> <p><i>Developing conversations:</i> apologizing and offering explanations.</p> <p><i>Grammar:</i> passives; <i>wish</i>.</p> <p>Newspaper articles and Stories</p> | 30 | выполнение упражнений | <p>1 Hugh Dellar Outcomes Upper-intermediate. Students's book; Workbook; Vocabulary builder.</p> <p>2. Аналитическое чтение. Тексты для чтения и анализа</p> <p>3. V. Evans Round-Up</p> <p>4. M. McCarthy, F. O'Dell English Vocabulary in Use</p> <p>http://www.podcastsingenenglish.com</p> <p>http://www.engvid.com</p> <p>http://www.theguardian.com/uk</p> | <p>тест</p> <p>тест</p> |
| Тема 15 | <p>Food and cooking.</p> <p>Con-fusion food.</p> <p>Food-related news stories.</p> <p><i>Developing conversations:</i> vague language.</p> <p><i>Grammar:</i> revision of linking words; reporting verbs.</p> <p>Newspaper articles and Stories</p> | 30 | упражнения на расширение словарного состава | <p>1 Hugh Dellar Outcomes Upper-intermediate. Students's book; Workbook; Vocabulary builder.</p> <p>2. Аналитическое чтение. Тексты для чтения и анализа</p> <p>3. V. Evans Round-Up</p> <p>4. M. McCarthy, F. O'Dell English Vocabulary in Use</p> <p>http://www.podcastsingenenglish.com</p> <p>http://www.engvid.com</p> <p>http://www.theguardian.com/uk</p> | <p>презентация</p> <p>тест</p> <p>тест</p> |
| Тема 16 | <p>Reasons for phoning.</p> <p>Building up a business. Business collocations.</p> <p>Ten characteristics of successful people.</p> <p><i>Developing conversations:</i></p> | 30 | выполнение упражнений | <p>1 Hugh Dellar Outcomes Upper-intermediate. Students's book; Workbook; Vocabulary builder.</p> <p>2. Аналитическое чтение. Тексты для чтения и анализа</p> <p>3. V. Evans Round-Up</p> | <p>тест</p> <p>тест</p> |

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| | using <i>would</i> to be polite. <i>Grammar</i> : the future continuous tense; expressing necessity and ability. Newspaper articles and Stories | | | 4. M. McCarthy, F. O'Dell English Vocabulary in Use http://www.podcastsingenenglish.com http://www.engvid.com http://www.theguardian.com/uk | |
| Итого | | 340 | | | |

5. ФОНД ОЦЕНОЧНЫХ СРЕДСТВ ДЛЯ ПРОВЕДЕНИЯ ТЕКУЩЕЙ И ПРОМЕЖУТОЧНОЙ АТТЕСТАЦИИ ПО ДИСЦИПЛИНЕ

5.1. Перечень компетенций с указанием этапов их формирования в процессе освоения образовательной программы

| Код и наименование компетенции | Этапы формирования |
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| УК-4 – способен осуществлять деловую коммуникацию в устной и письменной формах на государственном языке Российской Федерации и иностранном(ых) языке(ах) | 1. работа на учебных занятиях 2. самостоятельная работа |

5.2. Описание показателей и критериев оценивания компетенций на различных этапах их формирования, описание шкал оценивания

| Оцениваемые компетенции | Уровень сформированности | Этап формирования | Описание показателей | Критерии оценивания | Шкала оценивания |
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| УК-4 | Пороговый | 1. Работа на учебных занятиях 2. Самостоятельная работа | Знать: этические нормы культур изучаемых языков, общекультурные универсалии, принципы устного и письменного общения Уметь: находить пути к сотрудничеству на основе принципов уважения своеобразия иноязычной культуры и ценностных ориентаций иноязычного социума | Текущий контроль Выполнение проверочных тестов экзамен | 41-60 баллов |
| | Продвинутый | 1. Работа на учебных занятиях 2. Самостоятельная | Владеть: навыками взаимодействия с иноязычными культурами с позиций культурного | Подготовка презентации экзамен | 61-100 баллов |

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| | | ная работа | релятивизма толерантности | и | | |
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5.2. Типовые задания или иные материалы, необходимые для оценки знаний, умений, навыков и (или) опыта деятельности, характеризующих этапы формирования компетенций в процессе освоения образовательной программы

Темы докладов и презентаций

1. Varieties of the English language. The peculiarities of the spoken variety (morphological, lexical and syntactical peculiarities).
2. The peculiarities of the written variety of the English language (lexical and syntactical).
3. Archaic and historical words. Their types and stylistic usage.
4. Poetic and highly literary words. Their stylistic usage.
5. Barbarisms and foreign words. Their stylistic usage.
6. Literary coinages and nonce-words. Means of their creation. Their stylistic functions.
7. Special colloquial vocabulary, its types and common characteristics.
8. Slang. Its varieties and functions.
9. Jargonisms. Their types and stylistic usage.
10. Professionalisms.
11. Vulgar words and phrases.
12. Foregrounding. Convergence and defeated expectancy as means of foregrounding.
13. Metaphor. Its types and stylistic functions. Personification.
14. Metonymy. Its types and stylistic functions. Synecdoche.
15. Irony. Its types and stylistic functions.
16. Antonomasia. Its stylistic functions.
17. Epithet, its varieties and stylistic functions. Epithets and descriptive attributes.
18. Oxymoron. Its structural types and stylistic functions. Paradox.
19. Pun. Its varieties and stylistic functions.
20. Zeugma. Its varieties and stylistic functions.
21. Simile, its semantic structure. Varieties of simile and their stylistic functions.
22. Hyperbole. Its stylistic functions. Paradox.
23. Euphemisms. Their stylistic usage.
24. Periphrasis. Its varieties and stylistic functions.
25. Decomposition of phraseological units. Its stylistic effects.

Образец теста, определяющий пороговый уровень владения формируемыми компетенциями

1. Complete the conversations. Use the present perfect simple or continuous of the verbs in brackets.

A: You look hot. What have you been doing (you / do)?

B: I _____ (run).

A: In this heat? How far _____ (you / run)?

A: You look pleased about something. What _____ (happen)?

B: I _____ (just / pass) my driving test.

A: Congratulations! You deserve to pass. You _____ (practice) for months, haven't you?

B: That's right. My father _____ (give) me lessons.

A: Where _____ (you / be)?

B: At the doctor's. I _____ (not feel) well lately. I'm tired and a bit run-down.

A: I'm sorry to hear that. _____ (you / work) too hard?

B: I hope that's all it is but the doctor _____ (do) some tests and she'll let me know the results soon, I hope.

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2. Change the following direct questions into indirect ones.

Example: Why didn't you ask her to help you?

Could you tell me why you didn't ask her to help you?

1. Where were you born?

Do you mind telling me _____

2. Does he work in the central branch or in the provinces?

I'd like to know _____

3. How far is the stadium?

Could you tell me _____

4. Are you still living in London?

I wonder _____

5. How long have you been studying French?

Could I ask you _____

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3. Fill in each space using the correct passive form of the verb in brackets.

1. The police report that the missing person _____ (find).

2. The news _____ (broadcast) every day from 6 a.m. to midnight.

3. At this very moment the suspect _____ (interview) by the police.

4. A new kind of software _____ (install) in all our offices in the next few weeks.

5. There must be a mistake: the hotel bill _____ (already / pay) by my wife.

6. When we got to work, we realized the house _____ (leave) unlocked.

7. The Government says tax reforms _____ (currently / introduce).

8. The house _____ (not clean) for weeks.

9. The new supermarket _____ (open) next week.

10. We couldn't use the car because it _____ (service) at the garage at that time.

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4. Complete the second sentence in these exchanges using the verb in brackets and any other words given.

Example: Your hair looks nice. – Thanks, I've just had it cut (cut).

1. My car's made some funny noises just lately. – You should _____ (service).

2. Your hair looks different! What have you done to it? – I've _____, that's all. (just; cut)

3. This house is freezing. – Yes, we need to _____. (central heating; install)
4. Why aren't you wearing your watch? – I'm _____ at the moment. (repair)
5. Oops! Sorry, I've spilt some wine on your trousers. – Don't worry. I was going to _____ anyway. (clean)
6. That tree is blocking the view from my front window. – Well, you don't expect me to _____, do you? (cut down)

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5. Choose the correct item.

1. *Very few / much / little* people can guess what the future will be like.
2. There are *very little / too many / much* cars on the roads.
3. There's *a little / a few / much* light coming in through that window.
4. Did you learn *many / much / a few* English on your summer courses?
5. He was late because he had *little / few / a great deal of* work to do.
6. I'm afraid I haven't got *much / many / a little* information about that matter.
7. Only *a few / a lot of / a little* people knew it was my birthday.
8. John's schoolwork leaves *lots of / many / few* room for improvement.

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6. Fill in the gaps in this text with the correct comparative or superlative form.

If you want to visit my country, you should try to visit my city and the capital, but there are some differences. My city is much farther (much / far) north, so it gets colder in the rainy season, but you can sunbathe and swim in the sea in summer. It's _____ (beautiful) that the capital, too, because it's by the sea, and it has more hills, parks and gardens. It's _____ (a bit / difficult) to visit my city than the capital because we don't have an international airport, but there are _____ (good) train and coach services than there used to be. One of _____ (interesting) things you can do near my city is to take a tour into the jungle, and we also have some of _____ (old) buildings in the country. The capital is _____ (modern), of course, so the buildings are _____ (tall), and it has _____ (far / exciting) nightlife. It's also _____ (hot) in the dry season. But I think the people in my city are just as _____ (friendly) as the people in the capital. So do come and visit. The sooner you visit, the happier I'll be.

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7. Fill in the blanks with the correct form of the infinitive or the -ing form.

1. She'd better _____ (have) a good excuse for being so late.
2. They hope _____ (make) a lot of money in their new business.
3. I'd rather not _____ (visit) my parents this weekend.
4. I regretted _____ (break) that vase into small pieces because it cost a lot of money.
5. Ann would like _____ (lie) on a beach now, instead of typing reports.
6. They agreed _____ (buy) our clothes on condition that we gave them a discount.

7. John's father let him _____ (borrow) his car for the weekend.
8. Tim saw Jill _____ (stand) outside the baker's as he was driving to work.
9. I can remember _____ (phone) her but I don't remember what we were talking about.
10. Jane stopped _____ (watch) the river flowing down the mountainside.

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8. Rewrite the following as mixed conditionals as in the example:

Example: She isn't at the meeting because she wasn't told about it.
She would be at the meeting if she had been told about it.

I didn't apply for the job. I don't want to work there.

He didn't take his job seriously. He's unemployed now.

He didn't train every day. He isn't likely to win the race.

I didn't book seats. We can't go to the concert tonight.

You didn't warn me. Now I'm in a difficult situation.

I don't know him very well so I didn't give him any advice.

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9. Complete the sentences using the words in bold. Use two to five words.

I'm sure she has given up smoking.

Have She must have given up smoking.

Perhaps he was too ill to take part in the race.

Been He _____ to take part in the race.

I'm sure they informed the police about the robbery.

Have They _____ about the robbery.

I'm sure Jenny hasn't worked in this company.

Have Jenny _____ in this company.

Perhaps he was asleep when we rang.

Been He _____ when we rang.

It's possible that Jane has already left.

Have Jane _____ already _____.

I'm certain it has stopped raining now.

Have It _____ raining now.

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10. Complete the sentences using the words given in bold type.

For example: "Don't touch that wire," he said to me.

WARNED He *warned me not to touch that wire.*

"Where is my book?" she said to him.

ASKED _____

"You should see a doctor," my friend said to me.

ADVISED _____

"Put your hands up," the policeman said to them.

ORDERED _____

"No. I will not buy you a new bike," Dad said to me.

REFUSED _____

"I really will lend you the money," she said to them.

PROMISED _____

"Let's play cards!" Bob said.

SUGGESTED _____

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Образец теста, определяющий продвинутый уровень владения формируемой компетенцией

GRAMMAR and VOCABULARY

1 Underline the correct word(s).

Example: I love my job. However / In spite of, the commute is very difficult.

- 1 My bicycle was stolen, so / because I had to walk to school.
- 2 I didn't study very much, and owing to / consequently, I didn't pass the test.
- 3 I sold my car as a result / because I couldn't afford the petrol.
- 4 He gave up running due to / since a knee injury.
- 5 She had to break the news gently so that / so as not to upset her father.
- 6 We have a large umbrella in case / as it rains.
- 7 We think the house will sell quickly. As a result / Nevertheless, we want to be sure it looks as good as possible when people come to see it.
- 8 I read the entire book, yet / therefore I can't remember anything about the story.

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2 Complete the sentences with the correct form of the verb in brackets.

Example: Has Dana lived in Singapore since she was a child? (live)

- 1 I _____ time to watch TV tonight. (not have)
- 2 Luis and Maria _____ married for 15 years and are very happy together. (be)
- 3 I can't believe Paolo isn't here yet. I _____ for two hours. (wait)
- 4 _____ you _____ work late again tonight? (have to)
- 5 We didn't have time to do it ourselves, so we _____ our lounge _____ by a professional. (decorate)
- 6 How many guests _____ she _____ in her house right now? (have got)
- 7 Did my phone ring while I _____ a bath? (have)

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3 Underline the correct word(s).

Example: I'd like to get a job / profession abroad.

- 1 I don't enjoy my job because the work is **monotonous** / **rewarding**.
- 2 My salary isn't high, but the **career** / **benefits** are really good.
- 3 Leo is a great boss because he's good at **motivating** / **demanding** people and making them want to work hard.
- 4 I recently had some **qualifications** / **training**, which will help me do my work more effectively.
- 5 I had to **hire** / **quit** my job after just five months for health reasons.
- 6 What are you doing after you've **clocked** / **laid** off? Fancy going for a pint?
- 7 **Colleague** / **Staff** turnover is high because the pay is too low.
- 8 I would prefer a regular job to fixed-term **contracts** / **leave**.

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4 Complete the sentences with a personality adjective. There are some words which you do not need to use.

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| affectionate bossy bright conscientious gentle moody reliable sarcastic spontaneous thorough |
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Example: Karen's so bossy – I'm sick of her telling us what to do!

- 1 Olivia's children are both very _____. They're doing really well at school and getting top marks in everything.
- 2 I'm not surprised that he just got into his car and drove across the country to have dinner with his friend. He's very _____.
- 3 David is a very _____ person; he's always hugging his children.
- 4 You just never know with Sarah. One minute she's fine and the next she's not – she's just so _____!
- 5 Don't worry – if Jack says he'll be there, he'll be there. He's very _____.
- 6 I don't like _____ people. It's really not nice to say horrible things to make people feel bad.

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5 Complete the sentences with the correct word(s).

Example: You need to take care of yourself when you're ill.
one yourself you

- 1 _____ can use the internet for research when you write your term paper.
One You Each other
- 2 _____ say it's harder to learn languages after you're 12.
They They're Their
- 3 _____ need to remember that we're very lucky to have good food on the table for each meal.
One Ourselves We
- 4 Alex talks to _____ when he's writing. It's pretty annoying!
myself each other himself
- 5 Bruce and I built the shed in the garden _____.
ourselves by one another by myself
- 6 Do you and your parents talk to _____ every weekend?
yourselves each other another

7 _____ was a pleasure to meet your fiancée at the party last night.

There It One

8 The meeting didn't go too well; the managers kept interrupting _____
themselves oneself one another

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6 Underline the correct word(s).

Example: It's been announced / announced that our pay will increase next year.

1 We used / would to make ice cream every summer.

2 When I was at school, my friends and I were always gone / going for long bike rides in the afternoon.

3 My dad would never complain / to complain even when we made a lot of noise.

4 When I was small, my cousins and I would / used to run around the neighbourhood.

5 I was always getting / always used get into trouble for bothering my brother.

6 His grandparents used to give / giving him presents when he was little.

6

7 Complete the sentences with the correct word(s).

Example: Your brother seems to get himself in trouble a lot.

did get have got ~~get~~

1 It's _____ late. We should leave soon.

get getting got

2 My backache _____ every time I lie down.

getting worse got worse gets worse

3 I don't think I'll ever _____ to taking the subway.

get use get used to get use

4 Brian _____ trying to take a video camera into the concert.

got caught someone was got caught got caught

5 I'd like _____ a professional to fill in my tax forms.

to get get got

6 Could you get Adam _____ me a call, please?

give to give giving

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8 Complete the words in the sentences.

Example: A civilian is someone who is not a member of the armed forces or the police.

1 A **s**_____ shoots at people from a hidden position.

2 A **r**_____ is a sudden, illegal, often violent change of government.

3 A **t**_____ is a formal agreement between two or more countries.

4 **R**_____ are people who are forced to leave their homes because there is a war.

5 A person who has been injured in a war is called a **c**_____.

6 A **c**_____ is when two armies agree to stop fighting temporarily.

6

9 Complete the sentences with the correct words.

Example: Not until you say you're sorry will we discuss the problems we're having.

~~you say~~ say you you're say

- 1 Not only _____ late, you're also not dressed properly.
you are are you you're
- 2 Rarely _____ so relaxed.
have felt I have felt have I felt
- 3 Never _____ such a silly excuse.
have I heard I heard I have heard
- 4 Only when you watch someone make a basket _____ what an art it is.
you do realize you realize do you realize
- 5 _____ Arthur arrived than he and Evan started to fight.
As soon No sooner had Sooner than
- 6 Not until I see the money with my own eyes _____ that you have been paid.
will I believe do I believe I believe

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10 Underline the correct word(s).

Example: If we leave now, we should / *should have* get to the cinema by 8.00.

- 1 Carrie definitely / *will definitely* get a promotion next month.
- 2 They *can't* / *must* have been at home; no one came to the door when I knocked.
- 3 Anita *must* / *must have* speak Chinese very well. She lived in Shanghai for ten years.
- 4 He *might* / *couldn't* have been playing the piano for very long because he doesn't play well at all.
- 5 I'm afraid Malek's *unlikely* / *won't* to be here in time for the party.
- 6 Bruno's *sure to* / *bound* get the job. He's got excellent qualifications.
- 7 They *can't* / *should* be having a good picnic. It's raining and they don't have an umbrella.

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11 Underline the odd word out.

Example: whistle whisper mumble click

- 1 tick sigh whisper yell
- 2 mumble groan scream slam
- 3 bang buzz giggle tap
- 4 drip splash hoot slurp
- 5 rattle drip click whisper
- 6 crash crunch bang sniff

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12 Complete the time expressions in the sentences.

Example: We won't be able to decorate the whole house in one weekend. Painting's a very time-consuming job.

- 1 Time's _____. The bell's rung so we have to stop now.
- 2 It's _____ time things started to get better for Tony. He's had some really bad luck recently.
- 3 We needn't have worried because we made it to the wedding on time. In fact, we had time _____.

- 4 I know you're _____ time this evening, so I'll pick up some Chinese or Indian takeaway for us on the way home. I'll get some of that rice you like.
- 5 It's only a _____ time before someone discovers that he's stealing from his employer.
- 6 If you've got some time on _____ this weekend, there's a great exhibition at the National Art Gallery you might be interested in.

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| Grammar and Vocabulary total | 80 |
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LISTENING

1 Listen to five people talking about various gadgets. Match the speakers (1–5) to what they say about the gadgets (A–H).

- Speaker 1 ☐
- Speaker 2 ☐
- Speaker 3 ☐
- Speaker 4 ☐
- Speaker 5 ☐

- A I intend to get a better one.
- B Sometimes I wish I didn't have it.
- C It has had unexpected benefits for me.
- D It often doesn't work properly.
- E I can't imagine being without it.
- F I don't use it as much as I used to.
- G It's more useful to others than to me.
- H I sometimes can't use it when I want to.

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2 Listen to a talk about a connection between sport and language. Tick (✓) A, B, or C.

- 1 What did the research involve?
- A Examining people's brains while they answered questions. ☐
- B People listening to sentences in two different categories. ☐
- C One set of sentences for each group of people. ☐
- 2 The results of the tests were not _____.
 A as important as the results of the brain scans ☐
 B what some of the subjects expected ☐
 C consistent for all the subjects ☐
- 3 The research indicated a connection between _____.
 A being interested in sports and understanding language in general ☐
 B planning actions and understanding language ☐
 C the language of sport and other kinds of language ☐
- 4 The conclusion that can be drawn is that the same parts of the brain _____.
 A help with both learning languages and learning sports ☐
 B are used by players and people watching sports differently ☐
 C are used both for watching sport and understanding language ☐
- 5 It is suggested that people who are learning language connected with a topic should _____.
 A learn the language and then do activities connected with it ☐

- B do activities connected with that topic at the same time ☐
- C do activities connected with that topic before learning the language ☐

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| Listening total | 10 |
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READING

Read the article and tick (✓) A, B, or C.

CREATING YOUR OWN JOB SATISFACTION

A lot of people think that job satisfaction is only for other people. They look with envy on people who love their jobs and who don't think of them as work. The idea of earning a living from something you really like doing only applies to a few very lucky people, they think. But this isn't so. It's not only people in the so-called 'glamour professions', for example, who can get genuine job satisfaction. You don't have to be in the arts or a sports person to get enjoyment from what you do for a living. Even if you're in a boring job, it's quite possible to get some satisfaction from it.

The key to this is your attitude. You may think it's unlikely that you can derive much satisfaction from a dull job that doesn't require much thought and that involves a lot of routine procedures. But if you approach it with the right attitude, and put some effort in, you may be surprised at how enjoyable you can make it. Of course, if you just sit there telling yourself how boring your job is, you'll never get anything out of it. But if you set out to find ways of making it enjoyable, there's a good chance you'll manage to.

One thing you can do is to set yourself challenges. Think about what you can do for yourself to make your work a little bit more interesting. If you've got a repetitive job, set yourself some targets to meet and try to beat your previous records. Or use your initiative in other ways. Think about ways you could develop your career into more interesting areas – see how you could improve your skills by doing a course, for example, or look into new skills you could get that would stand you in good stead for the future.

For some people, it's not boredom that's the problem, it's the fact that their jobs involve a significant amount of unpleasantness. But if you keep telling yourself your job is horrible and there's nothing you can do about it, you'll get stuck in a rut and you'll never get out of it. Focus on developing a positive attitude and try to keep any negative thoughts about your job out of your mind. Keep a sense of perspective – if something's gone wrong on a particular day, decide whether it really matters or not. If it isn't actually all that important, don't dwell on it – let it go. Learn from it, and take an upbeat view of what's happened – you'll know how to avoid the problem in the future, or what to do about it if it happens again.

Of course, you may reach the point where you feel totally trapped in a job. If this mind-set starts to overwhelm you, check out the options you may have in the place where you work. Map out a plan for improving your situation there. Are there other roles in the organization you could apply for? Could you ask to be given different tasks? Could you get a different kind of assignment or go to another department where your skills are required? Finding out there are other options will give you a sense of control over your own working life. Even if you have no job satisfaction right now, you'll feel better if you know that there is a realistic prospect of work that gives you a degree of it.

Expectations are another key ingredient in job satisfaction. Take a long hard look at what you really are capable of. Sometimes it's important to accept that you couldn't really do the much more interesting or high-powered job you aspire to. Try to be aware of your own strengths and weaknesses. Focus on the things you really are good at, rather than on things that, if you're really honest with yourself, you couldn't actually do. Make the most of your situation and feel good about what you can do, rather than feeling bad about what you can't do.

Work is a very important part of most people's lives and it's important to get at least some satisfaction from it. If you really dislike your time at work, the rest of your life is affected too, and you can easily get a negative outlook on life in general. It's in your own hands to avoid this. Even if you can't get the job of your dreams, you can take steps to create your own job satisfaction.

- 1 The writer's aim in the first paragraph is to _____.
A distinguish between different kinds of work ☐
B correct a false belief ☐
C define the term 'job satisfaction' ☐
- 2 In the second paragraph, the writer _____.
A warns readers against a certain attitude ☐
B advises readers not to have unrealistic ideas about work ☐
C suggests to readers that most jobs are dull ☐
- 3 In the third paragraph, the writer emphasizes _____.
A how easy it can be to progress in a career ☐
B a particular route to job satisfaction ☐
C the need for people to motivate themselves ☐
- 4 The writer uses the phrase 'stuck in a rut' to refer to _____.
A a situation that won't improve ☐
B the bad behaviour of others ☐
C the danger of being too sensitive ☐
- 5 What is the writer's advice if something goes wrong?
A Pretend that it didn't happen. ☐
B Use the experience to your advantage. ☐
C Don't think about it until later. ☐
- 6 The writer says that people who feel 'trapped' in a job should consider _____.
A discussing their unhappiness with managers ☐
B moving to a different company or organization ☐
C changing the kind of work they do ☐
- 7 The writer says that you will feel better about your working life if you _____.
A think that some job satisfaction is possible in the future ☐
B choose a particular career option for the future ☐
C stop aiming for job satisfaction for a while ☐
- 8 What does the writer say about expectations of work?
A Too many people have unrealistic ones. ☐

- B They should be based on real ability. ☐
C They may change as time passes. ☐

- 9 In the final paragraph, the writer says that _____.
A lack of job satisfaction has serious consequences for people ☐
B a negative attitude to life leads to a negative attitude to work ☐
C there is more to life than job satisfaction ☐
- 10 Which of the following best sums up the writer's view in the text as a whole?
A Some people find it easier to get job satisfaction than others. ☐
B Everyone can get a certain amount of job satisfaction. ☐
C Job satisfaction is the most important issue in the workplace today. ☐

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| Reading total | 10 |
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| Test total | 100 |
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Образец текста для лингвостилистического анализа
The Umbrella Man by Roald Dahl

The Umbrella Man I'M GOING TO TELL you about a funny thing that happened to my mother and me yesterday evening. I am twelve years old and I'm a girl. My mother is thirty-four but I am nearly as tall as her already. Yesterday afternoon, my mother took me up to London to see the dentist. He found one hole. It was in a back tooth and he filled it without hurting me too much. After that, we went to a café. I had a banana split and my mother had a cup of coffee. By the time we got up to leave, it was about six o'clock. When we came out of the café it had started to rain.

"We must get a taxi," my mother said. We were wearing ordinary hats and coats, and it was raining quite hard. "Why don't we go back into the café and wait for it to stop?" I said. I wanted another of those banana splits. They were gorgeous.

"It isn't going to stop," my mother said. "We must go home." We stood on the pavement in the rain, looking for a taxi. Lots of them came by but they all had passengers inside them.

"I wish we had a car with a chauffeur," my mother said. Just then, a man came up to us. He was a small man and he was pretty old, probably seventy or more. He raised his hat politely and said to my mother "Excuse me. I do hope you will excuse me. . . ."

He had a fine white moustache and bushy white eyebrows and a wrinkly pink face. He was sheltering under an umbrella which he held high over his head. "Yes?" my mother said, very cool and distant.

"I wonder if I could ask a small favour of you," he said. "It is only a very small favour."

I saw my mother looking at him suspiciously. She is a suspicious person, my mother. She is especially suspicious of two things - strange men and boiled eggs. When she cuts the top off a boiled egg, she pokes around inside it with her spoon as though expecting to find a mouse or something. With strange men she has a golden rule which says, "The nicer the man seems to be, the more suspicious you must become."

This little old man was particularly nice. He was polite. He was well-spoken. He was well-dressed. He was a real gentleman. The reason I knew he was a gentleman was because of his shoes.

"You can always spot a gentleman by the shoes he wears," was another of my mother's favourite sayings. This man had beautiful brown shoes. "The truth of the matter is," the little man was saying, "I've got myself into a bit of a scrape. I need some help. Not much, I assure you. It's almost nothing, in fact, but I do need it. You see, madam, old people like me often become terribly forgetful. . . ."

My mother's chin was up and she was staring down at him along the full length of her nose. It is a fearsome thing, 5 this frosty-nosed stare of my mother's. Most people go to pieces completely when she gives it to them. I once saw my own headmistress begin to stammer and simper like an idiot when my mother gave her a really foul frosty-noser. But the little man on the pavement with the umbrella over his head didn't bat an eyelid.

He gave a gentle smile and said, "I beg you to believe, madam, that I am not in the habit of stopping ladies in the street and telling them my troubles." "I should hope not, " my mother said. I felt quite embarrassed by my mother's sharpness. I wanted to say to her, "Oh, mummy, for heaven's sake, he's a very very old man, and he's sweet and polite, and he's in some sort of trouble, so don't be so beastly to him." But I didn't say anything.

The little man shifted his umbrella from one hand to the other. "I've never forgotten it before," he said. "You've never forgotten what?" my mother asked sternly. "My wallet," he said. "I must have left it in my other jacket. Isn't that the silliest thing to do?" "Are you asking me to give you money?" my mother said. "Oh, goodness gracious me, no!" he cried. "Heaven forbid I should ever do that!" "Then what are you asking?" my mother said. "Do hurry up. We're getting soaked to the skin standing here." "I know you are," he said. "And that is why I'm offering you this umbrella of mine to protect you, and to keep forever, if . . . if only . . ." "If only what?" my mother said. "If only you would give me in return a pound for my taxi-fare just to get me home."

My mother was still suspicious. "If you had no money in the first place," she said, "then how did you get here?" "I walked," he answered. "Every day I go for a lovely long walk and then I summon a taxi to take me home. I do it every day of the year." "Why don't you walk home now," my mother asked. "Oh, I wish I could, " he said. "I do wish I could. But I don't think I could manage it on these silly old legs of mine. I've gone too far already."

My mother stood there chewing her lower lip. She was beginning to melt a bit, I could see that. And the idea of getting an umbrella to shelter under must have tempted her a good deal. "It's a lovely umbrella," the little man said. "So I've noticed," my mother said. "It's silk, " he said.

"I can see that." "Then why don't you take it, madam," he said. "It cost me over twenty pounds, I promise you. But that's of no importance so long as I can get home and rest these old legs of mine."

I saw my mother's hand feeling for the clasp on her purse. She saw me watching her. I was giving her one of my own frosty-nosed looks this time and she knew exactly what I was telling her. Now listen, mummy, I was telling her, you simply mustn't take advantage of a tired old man in this way. It's a rotten thing to do.

My mother paused and looked back at me. Then she said to the little man, "I don't think it's quite right that I should take a silk umbrella from you worth twenty pounds. I think I'd just better give you the taxifare and be done with it." "No, no, no!" he cried. "It's out of the question! I wouldn't dream of it! Not in a million years! I would never accept money from you like that! Take the umbrella, dear lady, and keep the rain off your shoulders!"

My mother gave me a triumphant sideways look. There you are, she was telling me. You're wrong. He wants me to have it. She fished into her purse and took out a pound note. She held it out to the little man. He took it and handed her the umbrella. He pocketed the pound, raised his hat, gave a quick bow from the waist, and said. "Thank you, madam, thank you. "

Then he was gone. "Come under here and keep dry, darling," my mother said. "Aren't we lucky. I've never had a silk umbrella before. I couldn't afford it." "Why were you so horrid to him in the beginning?" I asked. "I wanted to satisfy myself he wasn't a trickster," she said. " And I did. He was a gentleman. I'm very pleased I was able to help him." "Yes, mummy," I said. "A real gentleman," she went on. "Wealthy, too, otherwise he wouldn't have had a silk umbrella. I shouldn't be surprised if he isn't a titled person. Sir Harry Goldsworthy or something like that." "Yes, mummy." "This will be a good lesson to you," she went on. "Never rush things. Always take your time when you are summing someone up. Then you'll never make mistakes." "There he goes," I

said. "Look." "Where?" "Over there. He's crossing the street. Goodness, mummy, what a hurry he's in."

We watched the little man as he dodged nimbly in and out of the traffic. When he reached the other side of the street, he turned left, walking very fast. "He doesn't look very tired to me, does he to you, mummy?" My mother didn't answer. "He doesn't look as though he's trying to get a taxi, either," I said. My mother was standing very still and stiff, staring across the street at the little man.

We could see him clearly. He was in a terrific hurry. He was bustling along the pavement, sidestepping the other pedestrians and swinging his arms like a soldier on the march. 7 "He's up to something," my mother said, stony-faced. "But what?" "I don't know," my mother snapped. "But I'm going to find out. Come with me." She took my arm and we crossed the street together. Then we turned left. "Can you see him?" my mother asked. "Yes. There he is. He's turning right down the next street."

We came to the corner and turned right. The little man was about twenty yards ahead of us. He was scuttling along like a rabbit and we had to walk fast to keep up with him. The rain was pelting down harder than ever now and I could see it dripping from the brim of his hat onto his shoulders. But we were snug and dry under our lovely big silk umbrella.

"What is he up to?" my mother said. "What if he turns round and sees us?" I asked. "I don't care if he does," my mother said. "He lied to us. He said he was too tired to walk any further and he's practically running us off our feet! He's a barefaced liar! He's a crook!" "you mean he's not a titled gentleman?" I asked. "Be quiet," she said. At the next crossing, the little man turned right again. Then he turned left. Then right. "I'm not giving up now," my mother said. "He's disappeared!" I cried. "Where's he gone?" "He went in that door!" my mother said. "I saw him! Into that house! Great heavens, it's a pub!" It was a pub. In big letters right across the front it said THE RED LION.

"You're not going in, are you, mummy?" , "No," she said. "We'll watch from outside." There was a big plate-glass window along the front of the pub, and although it was a bit steamy on the inside, we could see through it very well if we went close. We stood huddled together outside the pub window. I was clutching my mother's arm. The big raindrops were making a loud noise on our umbrella. "There he is," I said. "Over there."

The room we were looking into was full of people and cigarette smoke, and our little man was in the middle of it all. He was now without his hat or coat, and he was edging his way through the crowd toward the bar. When 8 he reached it, he placed both hands on the bar itself and spoke to the barman. I saw his lips moving as he gave his order. The barman turned away from him for a few seconds and came back with a smallish tumbler filled to the brim with light brown liquid. The little man placed a pound note on the counter.

"That's my pound!" my mother hissed. "By golly he's got a nerve!" "What's in the glass?" I asked. "Whiskey," my mother said. "Neat whiskey." The barman didn't give him any change from the pound. "That must be a treble whiskey," my mother said. "What's a treble?" I asked. "Three times the normal measure," she answered. The little man picked up the glass and put it to his lips. He tilted it gently. Then he tilted it higher. . . and higher. . . and higher. . . and very soon all the whiskey had disappeared down his throat in one long pour. "That was a jolly expensive drink," I said. "It's ridiculous!" my mother said. "Fancy paying a pound for something you swallow in one go!" "It cost him more than a pound," I said. "It cost him a twenty pound silk umbrella." "So it did," my mother said. "He must be mad."

The little man was standing by the bar with the empty glass in his hand. He was smiling now, and a sort of golden glow of pleasure was spreading over his round pink face. I saw his tongue come out to lick the white moustache, as though searching for the last drop of that precious whiskey. Slowly, he turned away from the bar and edged back through the crowd to where his hat and coat were hanging. He put on his hat. He put on his coat. Then, in a manner so superbly cool and casual that you hardly noticed anything at all, he lifted from the coat rack one of the many wet umbrellas hanging there, and off he went.

"Did you see that!" my mother shrieked. "Did you see what he did!" "Sssh!" I whispered. "He's coming out!" We lowered the umbrella to hide our faces and peeped out from under it. Out he came. But he never looked in our direction. He opened his new umbrella over his head and scurried off down the road the way he had come. "So that's his little game!" my mother said. 9 "Neat, " I said. "Super."

We followed him back to the main street where we had first met him, and we watched him as he proceeded, with no trouble at all, to exchange his new umbrella for another pound note. This time it was with a tall thin fellow who didn't even have a coat or hat. And as soon as the transaction was completed, our little man trotted off down the street and was lost in the crowd. But this time he went in the opposite direction. "You see how clever he is!" my mother said. "He never goes to the same pub twice!" "He could go on doing this all night, " I said. "Yes," my mother said. "Of course. But I'll bet he prays like mad for rainy days."

I. Give a summary of the story.

II. Get ready to interpret along the following lines.

Note that the story is told in the first person and all the events are recorded through the eyes of the twelve-year-old girl.

1. What kind of story is it? What is the general **tone** of the story?
2. What is the **theme** of the story?
3. Who is the **narrator**? Can the reader trust such a narrator? Would a story be improved if told from the mother's point of view? How would the story change if it were told from the point of view of the 'umbrella man'?
4. Where is the **scene** set?
5. Who are the main **characters**? Are they flat or round? Is the 'umbrella man' an antagonist in the story? Is he really a criminal? Why is he successful in his crime? Should he go to prison for it? What do you think he might do when it is not raining?

Give a one-sentence character sketch of the mother, her daughter and the 'umbrella man'.

6. What is the **plot** of the story? Divide it into several logical parts and entitle each of them. Does the story have a surprise ending? Have you ever been tricked by anybody in a similar way to this?
7. Analyze the **composition** of the story. Comment on the role of direct speech.
8. What is the **message** of the story? Speak on its **title**.

III. Get ready for the stylistic analysis of the story.

1. Note that the text is full of words or phrases repeated by the author. Highlight the paragraph where the adjective *suspicious* is repeated several times. What effect is achieved with the help of this stylistic device? Find other prominent repetitions in the story. What role do they play?
2. R. Dahl creates a brilliant visual and sound portrait of his eponymous (title) character. Make the list of the epithets that the author uses describing the appearance of the 'umbrella man'. Why does R. Dahl take the trouble of presenting such a detailed description? List several phrases used by the 'umbrella man' which show how polite he is and prove that they help him to make the mother and the daughter believe his story.

E.g. *'I wonder if I could ask a small favour of you.'*

3. Comment on how the following examples add to the portraiture of the three characters of the story. Find the Russian equivalents to the given English sentences and illustrate their meaning by the situation from the text:

- a) *'I've got myself into a bit of a scrape.'*
- b) *Most people go to pieces completely when she gives it to them.*
- c) *But the little man on the pavement with the umbrella over his head didn't bat an eyelid.*
- d) *We were getting soaked to the skin.*

- e) *'You simply mustn't take advantage of a tired old man.'*
 - f) *He was bustling along the pavement, and swinging his arms like a soldier on the march.*
 - g) *'He's up to something', my mother said, stony-faced.*
 - h) *'He's practically running us off our feet.'*
 - i) *'That's my pound!' my mother hissed. 'By golly, he's got a nerve!'*
4. Sum up all your literary, and stylistic observations and say what makes the authors style individual.

Образец статьи для реферирования
PROCRASTINATION: A STUDENT'S WORST ENEMY?

Students are hardwired to waste time – and temptations abound.

Even the library is full of distractions. We all know the feeling. Staring at the cursor blinking away on a blank Word document, desperately wishing you were somewhere else. But no, until the word count hits 3,000 you're staying put... Just need to make a cup of tea first. Before you know it, "a cup of tea" has turned into a Lord of the Rings marathon, and the word count remains at zero.

Procrastination is the disease eating away at student productivity – and with exam season upon us, we're facing an epidemic. An American study estimates that over 70% of students "exhibit [this] behaviour".

Students are biologically and socially predisposed to put off until tomorrow what we should do today, says Dr. Piers Steel, author of *The Procrastination Equation*. "Aside from the cliché that students are more impulsive, in your early 20s you're still developing your pre-frontal cortex, home of the will power."

He argues the closer you are to the temptation of fun, the more likely you are to indulge. At university, where even the library is filled with friends and has a quality internet connection, a "short break" can easily turn into an hour wasted.

Research has also shown that evaluation threat and fear of failure (dissertations and exams, anyone?) correspond with higher levels of procrastination. As for those who say they produce their best work under pressure, allow Dr. Tim Pynchyl to burst your bubble: the "adrenaline rush" is actually relief that the task is done.

And, in what comes as a shock to no one, a link has been found between procrastination and Facebook use. It's worth noting this study was released in 2008, before the likes of Twitter had joined the ever-expanding social media family.

Steel sums it up well: "Students are caught in a perfect storm of procrastination." Is that it, then? Are we doomed to all-nighters powered by nothing but blind panic and red bull?

No, says Steel. But beating procrastination takes commitment. He provided me with his top tips to increase productivity.

First, get rid of temptation. Define a space for "work" and don't mix that with where you "play". A friend has perfected this approach, associating her desk with work so strongly that she has to leave her room to unwind. "It's hard to switch to relax mode when you're in the same environment," she explained.

The same principle applies to your laptop. Once concentration has been broken – by checking emails, for instance – it takes 15 minutes to get back into the "work" state of mind. Create a separate profile for study, where you can make use of Internet blocking apps such as Anti-Social.

Secondly, work with restrictions. Make a mental contract with yourself to work for 30 minutes without interruption. You'll be amazed at how efficient you can be, knowing you only need to power through a short space of time before you can take a break.

If, despite this, you're still finding it impossible to tear yourself away from the Daily Mail sidebar, your university can provide extra support.

Bob Hughes, Welfare Officer at York University Student Union told me about a number of measures in place for students who find "their procrastination is out of control," including the

university's Open Door team. They can guide you towards a work pattern which suits you and help you stick to it. Every university I researched offered similar counselling services. Finally, don't be hard on yourself! A recent study from the University of Carleton found that if you forgive yourself for procrastinating, chances are you will procrastinate less on the next task at hand. So, Milana, I forgive you for writing this when you should be working on your dissertation. Now get on with it!

Образцы вопросов к беседе на экзамене:

1. Give the gist of the passage/story/essay. What are its theme and message?
2. Is the point of view objective? Does the narrator of the story pass judgement on the characters or events? Does he guide the readers' opinion?
3. What do you think of the personality of the narrator? Is he reliable? What does the use of this type of narrator add to the text?
4. Is the third-person narrator omniscient or limited? Justify your answer
5. Analyse the stylistic peculiarities of the passage. What language means can be called style-forming?
6. What is your idea of the target audience of this essay?
7. Does the author express his opinions directly and openly? Does he appeal to logic or emotions? Does the author manage to convince the reader?
8. How do you understand S. Fry's simile 'as mad as a human'?
9. Comment on the structure of the essay. Analyze its stylistic peculiarities and means of persuasion employed by the author.
10. What means of persuasiveness does the author use? Which of them do you find especially effective?
11. What do you think the title of the story signifies? Is it related to the theme?
12. Are there any key words that help the reader understand the theme?
13. Do the details of the setting reinforce the theme? Justify your answer.
14. Comment on the structural peculiarities of the passage. How many parts does it fall into?
15. What is the basic conflict of the story? Is it external or internal? Is there a resolution to the conflict?
16. What stylistic devices are used to show the main conflict of the story?
17. How would you characterise the author's choice of words?
18. What use does the author make of highly literary/colloquial expressions?
19. How would you characterise the author's syntax in this text?
20. Can you identify the genre of the story/extract? Does it belong to a recognizable genre?

5.4. Методические материалы, определяющие процедуры оценивания знаний, умений, навыков и (или) опыта деятельности, характеризующих этапы формирования компетенций

| Распределение баллов по видам работ | |
|-------------------------------------|--------------|
| Доклад | до 10 баллов |
| Презентация | до 10 баллов |
| Комплексный анализ текста | до 20 баллов |
| Тест порогового уровня | до 20 баллов |
| Тест продвинутого уровня | до 20 баллов |
| Экзамен | до 20 баллов |

Критерии оценивания доклада

| Показатель | Балл | |
|---|------------------------------|------|
| Доклад соответствует заявленной теме, выполнен с привлечением достаточного количества научных и практических источников по теме, бакалавр в состоянии ответить на вопросы по теме доклада. | отлично 81-100% | 8-10 |
| Доклад соответствует заявленной теме, выполнен с привлечением достаточного количества научных и практических источников по теме, бакалавр в состоянии ответить на вопросы по теме доклада, но допускает некоторые неточности в ответе | хорошо 61-81% | 5-7 |
| Доклад в целом соответствует заявленной теме, выполнен с привлечением нескольких научных и практических источников по теме, бакалавр в состоянии ответить на часть вопросов по теме доклада. | удовлетворительно 41-60% | 2-4 |
| Доклад не совсем соответствует заявленной теме, выполнен с использованием только 1 или 2 источников, бакалавр допускает ошибки при изложении материала, не в состоянии ответить на вопросы по теме доклада. | неудовлетворительно 0-40% | 0-1 |

Критерии оценивания презентации

| Показатель | Балл | |
|---|------------------------------|------|
| Представляемая информация систематизирована, последовательна и логически связана. Проблема раскрыта полностью. Широко использованы возможности технологии Power Point. | отлично 81-100% | 8-10 |
| Представляемая информация в целом систематизирована, последовательна и логически связана (возможны небольшие отклонения). Проблема раскрыта. Возможны незначительные ошибки при оформлении в Power Point (не более двух). | хорошо 61-81% | 5-7 |
| Представляемая информация в целом систематизирована, но не последовательна и не связана логически. Проблема раскрыта не полностью. Возможны ошибки при оформлении в Power Point. | удовлетворительно 41-60% | 2-4 |
| Представляемая информация не систематизирована и не совсем последовательна. Проблема раскрыта не полностью. Выводы не сделаны или не обоснованы. Возможности технологии Power Point использованы лишь частично. | неудовлетворительно 0-40% | 0-1 |

Критерии оценивания комплексного анализа текста

| Показатель | Количество баллов | |
|---|--------------------|-------|
| Студент грамотно определяет жанрово-стилистическую принадлежность и структурную композицию текста; умеет находить нужные факты; делает логичные и аргументированные выводы, подтверждая их примерами из | отлично 81-100% | 16-20 |

| | | |
|--|----------------------------------|-------|
| текста; обнаруживает правильное использование лексических, грамматических и стилистических норм изучаемого языка. | | |
| Лингвостилистический анализ текста содержательно корректен, но допускаются неточности в аргументировании и в примерах из текстов, допускаются единичные ошибки в лексике или грамматике, незначительно влияющих на смысловое содержание. | хорошо 61-81% | 11-15 |
| студент обнаруживает недостаточное понимание содержания текста, его анализ изобилует грамматическими и лексическими ошибками (5-7 полных ошибок, в том числе ведущих к искажению смысла). | удовлетворительно 41-60% | 6-10 |
| студент обнаруживает непонимание текста, предложенного для анализа, допускает грубые ошибки, ведущие к искажению смысла, не владеет навыками лингвостилистического анализа текста. | неудовлетворительн о 0-40% | 0-5 |

Критерии оценки теста (пороговый уровень)

| Оценка по 5-балльной системе | | Оценка по 100-балльной системе | Баллы для аттестации |
|------------------------------|-------------------------------|--------------------------------|----------------------|
| 5 | отлично | 81 – 100 | 17-20 |
| 4 | хорошо | 61 – 80 | 13-16 |
| 3 | удовлетворительно | 41 – 60 | 9-12 |
| 2 | неудовлетворительно | 21 – 40 | 5-8 |
| 1 | Необходимо повторное изучение | 0-20 | 0-4 |

Критерии оценки теста (продвинутый уровень)

| Оценка по 5-балльной системе | | Оценка по 100-балльной системе | Баллы для аттестации |
|------------------------------|-------------------------------|--------------------------------|----------------------|
| 5 | отлично | 81 – 100 | 17-20 |
| 4 | хорошо | 61 – 80 | 13-16 |
| 3 | удовлетворительно | 41 – 60 | 9-12 |
| 2 | неудовлетворительно | 21 – 40 | 5-8 |
| 1 | Необходимо повторное изучение | 0-20 | 0-4 |

Изучение дисциплины «Практикум по культуре речевого общения второго иностранного языка» предусматривает формы промежуточной аттестации – экзамен в 7 и 8 семестрах.

Шкала соответствия рейтинговых оценок пятибалльным оценкам: 100 – 81- «отлично» (5); 80 – 61 - «хорошо» (4); 60 - 41 - «удовлетворительно» (3); 40 – 21 - «неудовлетворительно» (2), 20 – 0 - «необходимо повторное изучение». Ответ студента на экзамене оценивается в % с учетом шкалы соответствия рейтинговых оценок пятибалльным оценкам.

| Оценка по 5-балльной системе | Оценка по 100-балльной системе | Количество баллов (вклад в рейтинг) |
|------------------------------|--------------------------------|-------------------------------------|
|------------------------------|--------------------------------|-------------------------------------|

| | | | |
|---|-------------------------------|----------|-------|
| 5 | отлично | 81 – 100 | 17-20 |
| 4 | хорошо | 61 - 80 | 13-16 |
| 3 | удовлетворительно | 41 - 60 | 9-12 |
| 2 | неудовлетворительно | 21 - 40 | 5-8 |
| 1 | необходимо повторное изучение | 0 - 20 | 0-4 |

Экзаменационный билет включает 2 вопроса:

1. Лингвостилистический анализ аутентичного текста.
2. Реферирование газетной или журнальной статьи.

Для лингвостилистического анализа выбираются отрывки из оригинальных художественных, публицистических и научно-популярных произведений, а также законченные рассказы и эссе английских, американских, канадских и австралийских авторов, классических и современных, известных и неизвестных студентам.

Реферирование предполагает изложение основной проблематики статьи, написанной на русском языке, на английском языке. При устном изложении содержания статьи упор делается на выделение основной мысли автора и формулирование выводов. Студенты должны продемонстрировать компетенции чтения с извлечением основной и существенной информации, компрессии языкового оформления информации и коммуникативную компетенцию.

Критерии оценки ответов студентов на экзамене

| Оценка | Показатели | Количество баллов | Количество баллов (вклад в рейтинг) |
|----------------|--|-------------------|-------------------------------------|
| отлично | Отметка « отлично » выставляется, если студент: 1. Обнаруживает глубокое понимание основного содержания, темы и идеи предложенных текстов; 2. Грамотно определяет жанрово-стилистическую принадлежность и структурную композицию текстов; 3. Умеет находить нужные факты; делает логичные и аргументированные выводы, подтверждая их примерами из текстов; 4. Правильно выявляет основные стилистические средства и оценивает их коммуникативные задачи в тексте предложенного жанра; 5. При критическом анализе текста оперирует лингвистическими терминами и обнаруживает глубокое знание пройденных дисциплин; 6. Дает правильные ответы на вопросы экзаменатора; 7. Излагает материал последовательно, грамотно и бегло, обнаруживая правильное использование орфоэпических, лексических, грамматических и стилистических норм изучаемого языка (при этом в ответе допускается | 81-100 | 17-20 |

| | | | |
|--------------------------------------|---|-------|-------|
| | не более двух полных ошибок, не влияющих на смысловое содержание речи). | | |
| хорошо | Оценка «хорошо» ставится, если лингвостилистический анализ текста и изложение основной идеи статьи содержательно корректны, но допускаются неточности в аргументировании и в примерах из текстов. Речь студента соответствует орфоэпическим, лексическим, грамматическим и стилистическим нормам изучаемого языка, но допускаются единичные ошибки в произношении, лексике или грамматике, которые самостоятельно исправляются студентом после замечания экзаменатора (не более 3-4 полных ошибок, незначительно влияющих на смысловое содержание речи). | 61-80 | 13-16 |
| удовлетворительно | Оценка «удовлетворительно» ставится, если студент показывает знание и понимание основных положений экзаменационного билета, но обнаруживает недостаточное понимание содержания текстов, недостаточное знание теоретических дисциплин по специальности; его речь изобилует грамматическими и лексическими ошибками (5-7 полных ошибок, в том числе ведущих к искажению смысла высказывания). | 41-60 | 9-12 |
| неудовлетворительно | Оценка «неудовлетворительно» ставится, если студент обнаруживает непонимание текстов, предложенных для анализа, допускает грубые ошибки в устной речи, ведущие к искажению смысла высказывания, не владеет навыками лингвостилистического анализа текста и навыками реферирования. | 21-40 | 5-8 |
| необходимо повторное изучение | Студент не может дать ответ на вопросы экзаменационного билета, не владеет навыками лингвостилистического анализа текста и навыками реферирования. | 0-20 | 0-4 |

Требования, предъявляемые к студенту во время контроля результатов выполнения самостоятельной работы:

- 1) осознание цели выполнения каждого конкретного упражнения;
- 2) знание самой процедуры выполнения задания;
- 3) умение рационально пользоваться звукозаписью, видеозаписью;
- 4) видеть опору в материале заданий для преодоления трудностей в самостоятельной работе (пользование компьютером).

Условия для самостоятельной работы, как правило, предполагают наличие в университете лингафонного кабинета, видеозала, компьютера, видео-или аудиоаппаратуры. Домашняя работа чётко разясняется в аудитории, и студенты выполняют самостоятельное, общее, либо индивидуальное задание.

При завершении изучения курса и сдаче экзамена студенты должны обладать знаниями учебного материала в соответствии с учебной программой дисциплины: понимать

ее связь с другими лингвистическими и нелингвистическими дисциплинами, иметь представление об основных приемах лингвостилистического анализа текста. Изучение курса и сдача экзамена предполагает также развитие и совершенствование таких умений студентов как умение самостоятельно работать с дополнительной литературой, умение осуществлять поиск нужной информации в словарях и справочных изданиях, умения грамотно использовать Интернет-ресурсы.

6.УЧЕБНО-МЕТОДИЧЕСКОЕ И РЕСУРСНОЕ ОБЕСПЕЧЕНИЕ ДИСЦИПЛИНЫ

6.1. Основная литература

1. Баранов, А.Н. Лингвистическая экспертиза текста [Текст] : теорет.основания и практика: учеб.пособие / А. Н. Баранов. - 6-е изд.,стереотип. - М. : Флинта, 2018. - 592с.
2. Иванова, Е.Г.Практикум по аудированию адаптированного художественного текста [Текст] : учеб.пособие / Е. Г. Иванова, Л. А. Мельникова, Е. Н. Федченко. - М. : МГОУ, 2019. - 162с.
3. Науменко Л.К., Words for Fluency. Learning and Practicing the Most Useful Words of English [Электронный ресурс] / Науменко Л.К. - М. : Проспект, 2017. - 128 с. - ISBN 978-5-392-22981-9 - Режим доступа: <https://library.geotar.ru/book/ISBN9785392229819.html>

6.2. Дополнительная литература:

1. Абрамова, Г. С. How to listen to podcasts : учебное пособие : [16+] / Г. С. Абрамова. – Москва : Первое экономическое издательство, 2020. – 168 с. : ил. – Режим доступа: по подписке. – URL: <https://biblioclub.ru/index.php?page=book&id=599810> (дата обращения: 06.06.2021). – ISBN 978-5-91292-324-1. – DOI 10.18334/9785912923241. – Текст : электронный.
2. Цветкова, И.В. Интерпретация текста [Текст] : антология : учеб.пособие / И. В. Цветкова, Д. К. Каримова, Н. Г. Юрышева. - М. : МГОУ, 2013. - 196с.
3. Dellar H., Walkley A. Outcomes Upper-intermediate. Student's book. Workbook. Vocabulary builder. [Электронный ресурс]. URL: <http://eltoutcomes.com> (дата обращения: 10.06.2021).

6.3.Интернет-ресурсы:

Словари:

Longman Dictionary of Contemporary English: <http://www.ldoceonline.com>
Cambridge Advanced Learner's Dictionary: <http://dictionary.cambridge.org/>
Merriam-Webster's Learner's Dictionary: <http://www.learnersdictionary.com/>
Macmillan Learner's Dictionary: <http://www.macmillandictionary.com>

Аудиозаписи для самостоятельной работы по аудированию:

<http://free-english-study.com/home/listening.html>
<http://www.esl-lab.com/videoclips.htm>
http://www.eslpod.com/website/index_new.html#
<http://www.theguardian.com/theguardian/series/greatspeeches>
<http://www.history.com/speeches>
<http://learnenglish.britishcouncil.org/en/magazine>
<http://learnenglish.britishcouncil.org/en/word-street>
<http://learnenglish.britishcouncil.org/en/britain-great>
<http://learnenglish.britishcouncil.org/en/talk-about>
<http://learnenglish.britishcouncil.org/en/overcooked>
<http://www.elllo.org>
<http://www.esolcourses.com/content/topicsmenu/intermediate.html>
<http://www.esolcourses.com/content/topicsmenu/advanced-ielts.html>
<http://www.agendaweb.org/listening/upperintermediate.html>
<http://www.esl-lab.com> (medium & difficult)
<http://www.soundsenglish.com/upper.html>

<http://esl.about.com/library/quiz/bllisteningquiz.htm><http://www.examenglish.com/FCE/fcelisting.htm>
<http://www.teachingenglish.org.uk/category/lesson-plan-levels/b2-upper-intermediate>
<http://beyondtheclassroom5.blogspot.ru/search/label/Upper-intermediate>
<http://www.podcastsinenglish.com/pages/level3.shtml>
<http://www.engvid.com/level/advanced>

Материалы для чтения:

<http://www.bibliomania.com>
<http://free-english-study.com/home/reading.html>
<http://www.cdiponline.org>
<http://www.americanliterature.com/short-stories>

Сайты для изучающих английский язык:

<http://www.bbc.co.uk/learning/subjects/english.shtml>
http://www.bbc.co.uk/russian/learning_english/
<http://learnenglish.britishcouncil.org/en/>
<http://www.golos-ameriki.ru/archive/learning-english/latest/1641/1641.html>
<http://real-english.com/>
<http://www.elllo.org/>
<http://www.englishpage.com/>

Газеты и журналы на английском языке:

www.thetimes.co.uk
www.theguardian.com
www.independent.co.uk
<http://www.telegraph.co.uk/>
www.nytimes.com
<http://www.economist.com/>
www.time.com

7. МЕТОДИЧЕСКИЕ УКАЗАНИЯ ПО ОСВОЕНИЮ ДИСЦИПЛИНЫ

1. Шабанова В.П., Левченко М.Н., Митрошенкова Л.В., Скитина Н.А. Методические рекомендации к дисциплинам практического курса. Утверждено УМС МГОУ протокол № 5 от 22.06.2021.
2. Шабанова В.П., Левченко М.Н., Митрошенкова Л.В., Ощепкова В.В., Телегин Л.А., Цветкова И.В., Юрышева Н.Г. Методические рекомендации по организации самостоятельной работы студентов. Утверждено УМС МГОУ протокол № 5 от 22.06.2021.

8. ИНФОРМАЦИОННЫЕ ТЕХНОЛОГИИ ДЛЯ ОСУЩЕСТВЛЕНИЯ ОБРАЗОВАТЕЛЬНОГО ПРОЦЕССА ПО ДИСЦИПЛИНЕ

Лицензионное программное обеспечение:

Microsoft Windows
Microsoft Office
Kaspersky Endpoint Security

Информационные справочные системы:

Система ГАРАНТ

Система «КонсультантПлюс»

Профессиональные базы данных

fgosvo.ru

pravo.gov.ru

www.edu.ru

9. МАТЕРИАЛЬНО-ТЕХНИЧЕСКОЕ ОБЕСПЕЧЕНИЕ ДИСЦИПЛИНЫ

Материально-техническое обеспечение дисциплины включает в себя:

- учебные аудитории для проведения занятий лекционного и семинарского типа, курсового проектирования (выполнения курсовых работ), групповых и индивидуальных консультаций, текущего контроля и промежуточной аттестации, укомплектованные учебной мебелью, доской, демонстрационным оборудованием;
- помещения для самостоятельной работы, укомплектованные учебной мебелью, персональными компьютерами с подключением к сети Интернет и обеспечением доступа к электронным библиотекам и в электронную информационно-образовательную среду МГОУ;
- помещения для хранения и профилактического обслуживания учебного оборудования, укомплектованные мебелью (шкафы/стеллажи), наборами демонстрационного оборудования и учебно-наглядными пособиями.